Presentation

• Good Start, Grow Smart
• Research
• Federally Funded Resources
Average Scores for 9-, 13, & 17-year-olds on National Assessment of Educational Progress (NAEP) in Reading 2004

Good News!!
NAEP Reading, 9 Year-Olds: Record Performance for All Groups

Average Scale Score

- African American
- Latino
- White

Years:
- 1971
- 1975
- 1980
- 1984
- 1988
- 1990
- 1992
- 1994
- 1996
- 1999
- 2004
Of Every 100 Latino Kindergartners:

- 62 Graduate from high school
- 31 Complete at least some college
- 10 Obtain at least a Bachelor’s Degree

(25-to 29-Year-Olds)

A Commitment to Improving K-2 Begins in the First 5 Years of life

Ramey & Ramey, 2000
Early Learning and No Child Left Behind

- Early childhood years are critical in developing the skills needed for later school success.
- Focus on school readiness important to meeting high expectations in NCLB.
- Gap already exists in key readiness skills at kindergarten entry.
Importance of Prevention

• 68% of low-income 4th graders cannot read at the proficient level. (NAEP, 2000)

• 90% chance that a poor reader at the end of 1st grade will be a poor reader at the end of 4th grade. (Juel, 1988)

• 15% chance of being assigned a high quality teacher K-12. (National Council on Teacher Quality)

• A majority of reading problems can be prevented in preschool and the early grades. (NRC, 1998)
Good Start, Grow Smart (GSGS) Initiative

* President’s early childhood initiative introduced April 2002

* Companion to No Child Left Behind

* Improve early childhood programs to better prepare children to succeed in school

“The ages between birth and age 5 are the foundation upon which successful lives are built.”
—Laura Bush
Good Start, Grow Smart Principles

- **Inclusion** - Include all populations of children and the various early care and education settings in advocacy efforts.

- **Implementation** - Ensure that early childhood research findings are easy to find, understand, and implement.

- **Systemic approach** - Align efforts among the parts of the early care and education system to produce sustainable changes and maximize limited resources.

- **Child focused** - Focus decisions on the child’s well being as the most important objective.
Good Start, Grow Smart
Interagency Workgroups

- Develop common early childhood message across federal agencies & programs

- Collaborative federal effort to coordinate programs supporting children’s early learning

- Identify strategies for collaborating to support high quality, coordinated state & local early care and education systems
Future of Good Start, Grow Smart

• Federal Interagency Structure for Collaboration and Coordination

• Web Portal

• Federal Interagency Work Group focusing on English Language Learners

• Federal Interagency Task Force focusing on Native American children
Statistics for ELLs

- Forty-five percent of U.S. children younger than 5 are minorities.

- In 2006, almost 70 percent of Head Start and Early Head Start children came from families who speak a language other than English, and only 16 percent of Head Start programs serve only English speaking children.

- United States will have "a multicultural population that will probably be more tolerant, accommodating to other races and more able to succeed in a global economy."

Early Childhood Education
English Language Learners (ELL)
Federal Interagency Workgroup

Mission

Federal agencies, including a focus on children ages birth to 5, will collaborate and coordinate to provide high quality research-based information to enhance early care and education to prepare English Language Learners (ELL) to enter school ready to succeed when transitioning to the K-12 system.
Goal 1

Analyze current status of federal programs serving ELL children, (ages birth to 5), educators and families, to assist in providing coordinated high quality program services across federal agencies.
Goal 2

Analyze the current status of federal efforts in research on ELL children, ages birth to 5, to inform coordinated interagency research agendas.
Early Childhood Education
English Language Learners (ELL)
Federal Interagency Workgroup

Goal 3

Engage in partnerships to support children, families, programs and communities of ELL children, ages birth to 5.

A. Early childhood education-ELL outreach opportunities for educators and parents.

B. Institutes of higher education and/or other ECE certification-training entities dialogue on how to effectively prepare practitioners to meet the needs of young LEP/ELL children.

C. Emerging cohort of scientists who are trained and qualified to contribute to the field of education science, in the area of early childhood ELLs, by conducting rigorous evaluations, developing new products and approaches grounded in science, and designing valid tests and measures.

D. Increased access to high-quality culturally and linguistically relevant books and literacy-related materials for ELL children, their families and educators.
Research
National Institute for Literacy

National Early Literacy Panel (NELP)

- Composed of 9 nationally recognized researchers
- Extend the work of the National Reading Panel
- NELP findings will be published in a report and will serve as basis for publications:
  - Parents and caregivers
  - Early childhood educators
  - Professional development specialists
  - Policymakers
  - Others
Federally Funded Resources
Strategies to Help Kids Who Struggle

Questions Parents Ask
Why They Struggle
Target the Problem!
Assessment Process
Parent as Advocate
Finding Help
Self-Esteem
Ask the Experts

Techniques for Teaching Effectively

Find Great Kids’ Books & Authors

See All Articles from A-Z

You are here: Strategies to Help Kids Who Struggle

Strategies to Help Kids Who Struggle

Did you know that learning to read is a challenge for almost 40 percent of kids? The good news is that with early help, most reading problems can be prevented. The bad news is that 44 percent of parents who notice their child having trouble wait a year or more before getting help.

Unfortunately, the older a child is, the more difficult it is to teach him or her to read. The window of opportunity closes early for most kids. If a child can't read well by the end of third grade, odds are that he or she will never catch up. And the effects of falling behind and feeling like a failure can be devastating.

www.readingrockets.org
¡Colorín Colorado!
Para ayudar a los niños a leer... y a triunfar

Información, actividades y asesoría para padres de familia que hablan español

Para los padres
- Qué se puede hacer en el hogar
- Ayude a su hijo a triunfar en la escuela
- Actividades para divertirse leyendo
- Libros, cuentos y mucho más

Para los educadores
(sólo en inglés)
- Antecedentes
- El acercamiento a los estudiantes hispanos y a sus familias
- Colocación y evaluación
- Enseñando la lectura
- Enseñando las áreas de contenido
- Activities

Recursos
- ¡NUEVO! — Boletín informativo para padres y familias

Boletín gratuito
Correo electrónico

Un mensaje especial de Miguel Varoni

Prepare a su bebé para ser un gran lector
Servicios para niños de edad preescolar
Que hacer si no habla inglés

www.colorinincolorado.org
Resources About Early Childhood Education

A RESOURCE GUIDE FROM THE NATIONAL CLEARINGHOUSE FOR ENGLISH LANGUAGE ACQUISITION (NCELA)

This resource is designed for those involved in early childhood English language learners including parents, educators, and policy makers to enrich the knowledge base and understanding of the changing demographics of ELL population, issues relating to parents and young ELLs, and policy issues.

- **Part I: Introduction to the Issues...** A brief overview of the topic and relevant issues.
- **Part II: Bibliography and Webliography...** A list of significant books, articles, and web resources about the topic.
- **Part III: Web and Library Pathfinder...** A guide to obtaining further information on the topic via the Internet and library resources.
Publications can be ordered on website www.edpubs.org
1-877-4-ED PUBS
Federally Funded Early Childhood Technical Assistance Projects

Child Health
- Maternal, Infant, and Early Childhood Home Visiting
  - Grant program for providing evidence-based home visiting services to families
  - www.homevisiting.org
- National Maternal and Child Health Information Center
  - Provides resources and information on maternal and child health
  - www.mchicc.org

Infant and Toddler Care
- Infant Toddler Tech (ITT)
  - Provides resources and technical assistance to support effective early childhood programs
  - www.nacc.org
- Early Childhood Technical Assistance
  - Offers resources and technical assistance to support effective early childhood programs
  - www.eceplace.org

Information Products and Services
- Early Childhood Home Visiting Clearinghouse
  - Provides resources and information on home visiting programs
  - www.homevisiting.org
- Early Childhood Outcomes National Data System
  - Provides data on the outcomes of early childhood programs
  - www.ecod.datacenter.us

Resources for Head Start and Early Learning Initiatives
- U.S. Department of Health and Human Services
  - Provides resources and information on early childhood programs
  - www.hhs.gov
- National Head Start Association
  - Provides resources and information on Head Start programs
  - www.nhasa.org

Publications can be downloaded at www.ed.gov
US Department of Education Website

www.ed.gov
Save the Date for Summit VI

October 29 – 31, 2007
Washington, DC

Preparing ELLs to Succeed in the 21st Century

WHO SHOULD ATTEND?
- Educators Serving ELL Students
- State Legislators
- School Board Members
- Education Advocacy Groups
- Education Decision-Makers
- School and District Administrators
- State Department of Education Representatives
- Parents and Parent Advocacy Groups
- Principals and Superintendents
- Researchers and Education Consultants
- Curriculum Specialists
- Professors at Institutions of Higher Education (IHES)

YOU ARE INVITED
Come be part of a national team that is making a difference in ELL classrooms across America! The Office of English Language Acquisition (OELA), U.S. Department of Education, requests your participation in the Sixth Annual Summit under the No Child Left Behind (NCLB) Act to ensure that all limited English proficient students are achieving academic success.

Attend sessions on:
- Research
- Title III Accountability
- Language Education Program Approaches
- Professional Development
- Leadership Institute for Administrators, Legislators, School Board Members and Parents

WHERE?
Hilton Washington Hotel
Washington, DC

REGISTRATION AND QUESTIONS
Registration Link:
www.oelasummit.org

Questions:
info@barreraassociates.com

OELA Summits:
www.ncela.gwu.edu

www.oelasummit.org
Thank you for participating

Contact information:
Norma Garza, senior advisor for early childhood education
US Department of Education
norma.garza@ed.gov